



# REEDLEY HALLOWS NURSERY SCHOOL

*Growing Stronger Together,  
Making a Positive Difference to Every Child*

**Burnley Campus**

**Barden Lane**

**BURNLEY, BB10 1JD**

**HEADTEACHER**

Mrs Karen Gordon BA (QTS) NPQML NPQSL

Telephone 01282 682285

Email [bursar@reedleyhallows.lancs.sch.uk](mailto:bursar@reedleyhallows.lancs.sch.uk)

## Job description: family support worker

Reedley Hallows Nursery School is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

### Job details

**Salary:** Grade 6, scale point 11 – 19 (£27269 - £31067 FTE). As this is a term time only post, the salary will be paid pro rata

**Hours:** 37 hours, term time only plus 5 days - this is open to negotiation and can be discussed at interview

**Contract type:** Full-time, initially a 1-year contract with the view to making permanent

**Reporting to:** Headteacher

### Core purpose

To improve the life outcomes and opportunities for the children and their families of Reedley Hallows Nursery School. This will be done by providing a range of family support interventions and activities.

### Job Context

- Work as part of the wider team at Reedley Hallows Nursery School to provide a personalised, whole family focussed response to meeting the needs of identified children, young people and families
- Undertake direct work with children and their families to overcome particular obstacles to learning
- Develop the social, emotional and health development of pupils at the school and their families
- Provide advice and signposting to enable families to access universal and targeted services

### Duties and responsibilities appropriate to this post:

#### Working with children and families:

- Develop home/school links to encourage good communication between school and families
- Promote an open-door policy for families, giving practical help and emotional support particularly at times of crisis
- Engage families in activities which support children's learning
- Support with parenting skills by providing parenting guidance and support, either on a one-to-one basis or via parent workshops
- Run supportive parenting groups for vulnerable families and/or targeted groups
- Keep up to date on the latest services available in the local area in order to promote and signpost families to these via a range of communication channels (e.g. parent app, newsletters, in meetings etc)
- Carry out home visits, where required, to keep parents/carers informed and secure positive family support
- Plan and deliver programmes of support to small groups of children in school



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- Support families to access information and services

## **Working with staff and other professionals**

- Liaise with SLT/SENCO/teaching staff to identify those children who would benefit most from family support work and provide particular support to targeted children to raise achievement and enable them to overcome barriers to learning
- Liaise with and build relationships with external agencies and professionals, following up on actions where necessary
- Work with SLT to identify and support families where school absence levels are a concern
- Lead and/or assist with carrying out early help assessments
- Attend and/or lead Team Around the Family (TAF) meetings and other child protection related meetings as appropriate
- Link with SLT to ensure actions from TAF meetings, CIN meetings and CP meetings are in place
- Assist with developing and reviewing the school's transition programme, contributing insights around the needs of parents/carers and pupils during this process
- Attend relevant training linked to the family support worker role
- Work alongside SLT to maintain a consistent approach to family support across school, and to develop innovative ways to engage and support families
- Liaise with appropriate outside agencies to support the identified children and families, following advice given.

## **Record keeping**

- Maintain accurate and up-to-date records of interventions and relevant meetings, whilst ensuring they are kept confidential
- Liaise with teachers and keyworkers about the needs and progress of children receiving support
- Complete relevant paperwork required by external agencies in a professional and timely manner
- Collate qualitative and quantitative data when required, share information sensitively and maintain records to facilitate monitoring and evaluation

## **Safeguarding**

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent), and our child protection and health and safety policies
- Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary
- Promote the safeguarding of all pupils in the school

**The above form** sets out the area of work in which duties will generally be focused and gives an example of the type of duties that the postholder could be asked to carry out. **PLEASE NOTE** that



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this is for guidance only. Postholders are expected to be flexible and to operate in different areas of work/carry out different duties as required.

## **Equal opportunities**

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

## **Health and safety**

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must co-operate with us to apply our general statement of health and safety policy.

## **Safeguarding Commitment**

We are committed to protecting and promoting the welfare of children, young people and vulnerable adults.

## **Customer Focus**

We put our customers' needs and expectations at the heart of all that we do. We expect our employees to have a full understanding of those needs and expectations so that we can provide high quality, appropriate services at all times.

## **Skills Pledge**

We are committed to developing the skills of our workforce. All employees will be supported to work towards a level 2 qualification in literacy and /or numeracy if they do not have one already.

## **Attendance**

Good attendance enhances the service delivered by schools, minimises staffing difficulties and ensures best value to the school. It is essential that applicants for positions in this school can evidence a previous satisfactory attendance record/commitment to sustaining regular attendance at work.

## **Person specification: Family Support Worker**

Requirements	Essential (E) or Desirable (D)	Identified by Application Form (A), Reference (R), Interview (I)
<b>Qualifications</b> Professional/academic qualification at level 3 or above, or equivalent or substantial experience in a relevant technical, specialised or operational field	E	A



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Designated Safeguarding Lead training completed or a willingness to complete this training as soon as possible	E	A
<b>Experience</b>		
Experience of, or the ability to demonstrate the competence to work directly with individual children and families to identify and assess their needs and make appropriate planned responses to improve outcomes	E	A, I
Experience of working in a school, early years or community setting	D	A, I
Experience of working with a wide range of other professionals to develop and deliver shared initiatives for children and families	E	A, I
Experience of recording platforms for safeguarding, such as CPOMs	D	
<b>Knowledge and Skills</b>		
Working knowledge and understanding of the work practices, processes and procedures relevant to Early Help	E	A, I
Empathy and sensitivity to the needs arising from a wide range of family dynamics	E	A, I
Good understanding of the developmental milestones of children and the issues that affect them	E	A, I
Good analytical, assessment and critical reflection skills	E	A, I
Excellent written and verbal communication skills	E	A, I
Ability to influence others practice based on technical or professional expertise	E	A, I
Ability to build and maintain effective networks and relationships	E	A, I
Ability to work as member of a team	E	A, I
Ability to work without close supervision	E	A, I
Ability to communicate in a language other than English	D	A, I
<b>Other</b>		
Commitment to equality and diversity	E	I
Commitment to health and safety	E	I
Satisfactory attendance record/commitment to regular attendance at work	E	R
Commitment to safeguarding and protecting the welfare of children and young people	E	A, I
Commitment to undertake in-service development	E	A
Awareness of the confidential nature of issues related to home/pupil/teacher/school work.	E	A, I



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**Notes:**

This job description may be amended at any time in consultation with the postholder.